



# TU Write

## Data driven writing analysis?

TU Delft TU Write

Course Home Content Collaboration Assignments Grades Course Admin Help

TU Write

Announcements

Welcome to TU Write!

Calendar

Monday, 2 September, 2019

**Jolien Strous /Angeniet Kam Centre for Languages and Academic Skills**

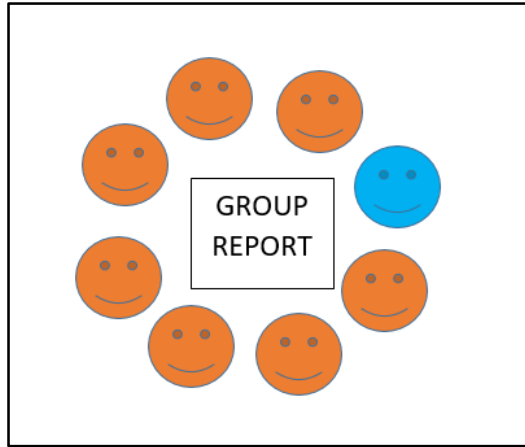
The Eight International Conference on Writing Analytics, Winterthur Switzerland  
5-6 September 2019, <https://writinganalytics.zhaw.ch>



# Overview

- Why did CLAS develop TU Write?
- What is TU Write? (Demo)
- What are the results from data analytics?

# Why did CLAS develop TU Write?



# TU Write – a demo



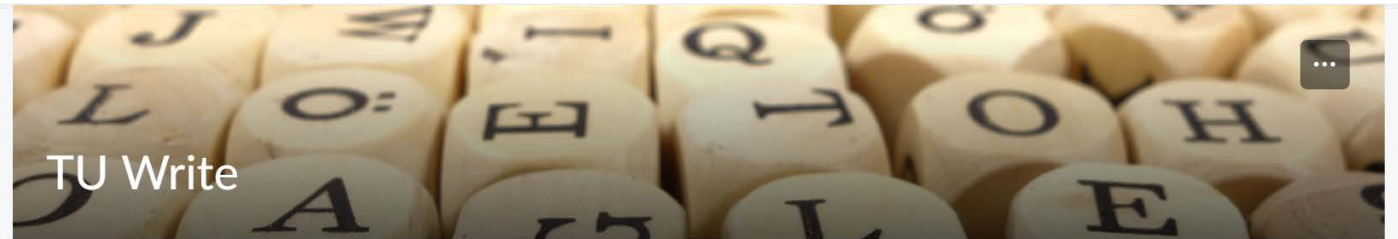
TU Write



Angeniet Kam



[Course Home](#) [Content](#) [Collaboration](#) [Assignments](#) [Grades](#) [Course Admin](#) [Help](#)



Announcements ▼

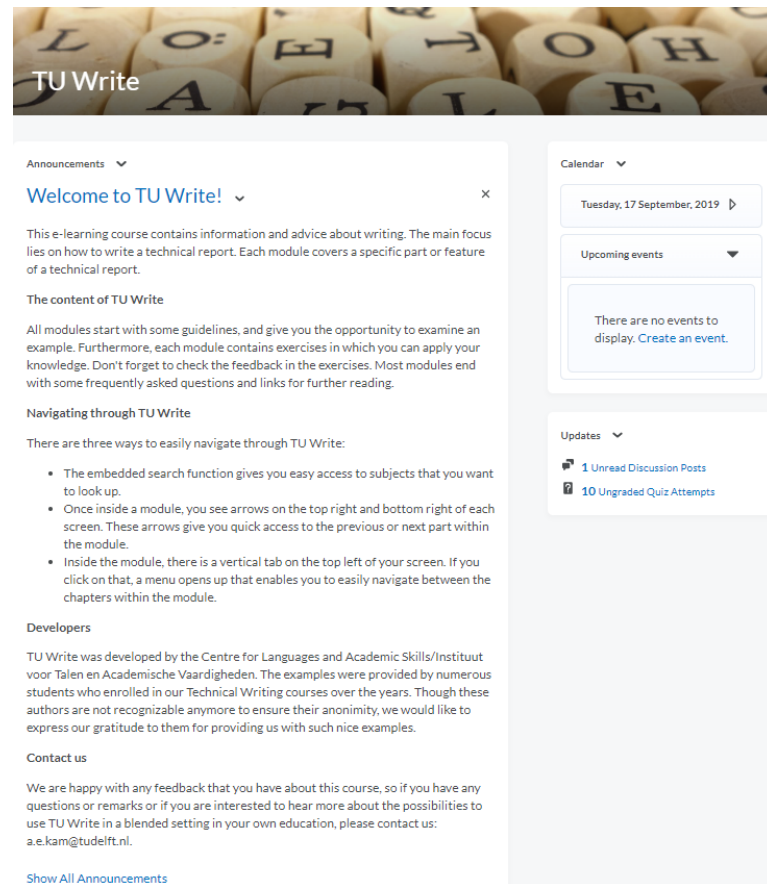
Welcome to TU Write! ▼



Calendar ▼

Monday, 2 September, 2019 ▶

# Landing page



The screenshot shows the landing page for 'TU Write'. The header features the text 'TU Write' over a background of keyboard keys. Below the header, there is a main content area and a right-hand sidebar. The main content area includes a 'Welcome to TU Write!' message, a brief description of the course, sections for 'The content of TU Write' and 'Navigating through TU Write', a 'Developers' section, and a 'Contact us' section. The sidebar contains a 'Calendar' section showing the current date (Tuesday, 17 September, 2019) and a message that there are no upcoming events. Below the calendar is an 'Updates' section showing 1 unread discussion post and 10 ungraded quiz attempts. At the bottom of the main content area, there is a link to 'Show All Announcements'.

## TU Write

Announcements ▾

### Welcome to TU Write! ▾

This e-learning course contains information and advice about writing. The main focus lies on how to write a technical report. Each module covers a specific part or feature of a technical report.

#### The content of TU Write

All modules start with some guidelines, and give you the opportunity to examine an example. Furthermore, each module contains exercises in which you can apply your knowledge. Don't forget to check the feedback in the exercises. Most modules end with some frequently asked questions and links for further reading.

#### Navigating through TU Write

There are three ways to easily navigate through TU Write:

- The embedded search function gives you easy access to subjects that you want to look up.
- Once inside a module, you see arrows on the top right and bottom right of each screen. These arrows give you quick access to the previous or next part within the module.
- Inside the module, there is a vertical tab on the top left of your screen. If you click on that, a menu opens up that enables you to easily navigate between the chapters within the module.

#### Developers

TU Write was developed by the Centre for Languages and Academic Skills/Instituut voor Talen en Academische Vaardigheden. The examples were provided by numerous students who enrolled in our Technical Writing courses over the years. Though these authors are not recognizable anymore to ensure their anonymity, we would like to express our gratitude to them for providing us with such nice examples.

#### Contact us

We are happy with any feedback that you have about this course, so if you have any questions or remarks or if you are interested to hear more about the possibilities to use TU Write in a blended setting in your own education, please contact us: [a.e.kam@tudelft.nl](mailto:a.e.kam@tudelft.nl).

[Show All Announcements](#)

Calendar ▾

Tuesday, 17 September, 2019 ▶

Upcoming events ▾

There are no events to display. [Create an event.](#)

Updates ▾

- 1 Unread Discussion Posts
- 10 Ungraded Quiz Attempts

# Menu Structure

The screenshot displays a course interface with a navigation bar at the top containing links for Course Home, Content, Collaboration, Assignments, Grades, and Help. A sidebar on the left lists various course elements, with 'Table of Contents' selected. The main content area shows the 'Table of Contents' page, which includes a search bar, a 'Download' button, and a list of page topics. The 'Title page' topic is expanded, showing a 15-minute e-learning module with learning objectives and a logo for ITAV at TU Delft.

Course Home Content Collaboration ▾ Assignments Grades Help

Search Topics 🔍

Bookmarks

Course Schedule

Table of Contents

Title page

Preface

Summary

The table of contents

Introduction

Chapters

Conclusion

Visualisation

Paragraphs

Referencing

Appendices

Table of Contents ▾

Download

Expand All | Collapse All

Title page ▾

15 minutes of e-learning to attain a basic level of knowledge.

You will learn:

- which information belongs on a title page;
- which information does NOT belong on a title page;
- how to formulate a decent title.

With this knowledge you will be able to devise a title page that meets the standards.

ITAV  
TU Delft

Guidelines ▾  
Web Page

Information ▾  
Web Page

# Course content

The screenshot displays a course interface with a top navigation bar containing 'Course Home', 'Content', 'Collaboration', 'Assignments', 'Grades', and 'Help'. A search bar labeled 'Search Topics' is positioned below the navigation. On the left, a sidebar menu includes 'Bookmarks', 'Course Schedule', and 'Table of Contents', with the latter highlighted and expanded to show a list of course sections: 'Title page', 'Preface', 'Summary', 'The table of contents', 'Introduction', 'Chapters', 'Conclusion', 'Visualisation', 'Paragraphs', 'Referencing', and 'Appendices'. The main content area is titled 'Table of Contents' and features a 'Download' button and 'Expand All | Collapse All' options. The 'Title page' section is expanded, showing a dropdown menu, a paragraph stating '15 minutes of e-learning to attain a basic level of knowledge.', a 'You will learn:' section with three bullet points, and a concluding paragraph. The ITAV and TU Delft logos are visible, along with 'Guidelines' and 'Information' links, each accompanied by a globe icon and a dropdown arrow.

Course Home Content Collaboration Assignments Grades Help

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Title page

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ITAV

TU Delft

Guidelines

Web Page

Information

Web Page

# Exercises

## Example of an introduction

If an introduction is constructed correctly, your readers will quickly find the information they are looking for.

Which part is missing?

Below are two examples of introductions, which part is missing?

### 1. Introduction

People who suffer from sleep problems can have a hard time participating in society; they cannot get enough sleep or cannot sleep at the right times [1]. In order to manage or overcome their sleep problems, people can consult a therapist to find solutions fitting their specific problem. However, conventional therapy is costly in resources as well as time.

This report answers the question of how a virtual reality therapist could be implemented with regard to the psychological aspect as well as the technical aspect, and aims to describe how a first version of such a therapist was implemented. This will be done by considering different software technologies to select the most suitable one for the virtual therapist. This research will provide insight into what the best design choices are for making such a virtual therapist that helps patients with sleep problems. These design choices will then be used to implement the virtual sleep coach. The type of therapy used for the virtual therapist was already provided by the client and will be cognitive behavioural therapy (CBT) using the Socratic method. The research will therefore be limited to this therapy type. For the visual component of the virtual agent we have been provided with an avatar called TalkingCoach, therefore other avatars will be out of scope for this project.

The report is set out as follows. In the next chapter the methodology of the project will be discussed. In chapter 3 the problem will be described and analysed by explaining the project problem and working out the research questions and requirements. Chapter 4 contains an overview of the research that was done. It discusses the research done into CBT, existing platforms, chat bots and languages. The chapter concludes by answering the research questions. Chapter 5 elaborates on the design and implementation of the final product. It explains the design choices that were made, what functionalities the final product has and how the code is structured. In chapter 6 information can be found about how the code and product were tested. Finally, the report will end with the conclusions and recommendations for future development in chapter 7.

Which part is missing?

Background information: What is this report about?

Importance: What will a solution to the problem bring?

Aim or main question: Which question will be answered?

Method: Which approach is followed to fulfill the aim?

Requirements or limitations: Are there requirements or limitations that need to be taken into account?

Structure: Where can all information be found?

Check





# Feedback: correct answer

Which part is missing?

Background information: What is this report about?

✓ Importance: What will a solution to the problem bring?

Indeed, the interest is missing. Always explain in an introduction what your research will bring. Will the process in the future better deal with the interests of all stakeholders? Will it result in better output? Will it be faster and cheaper? Will waste production diminish? Is there a social interest?

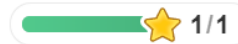
If you have to do an assignment as part of a course, it can be difficult to tell what your research will bring in the future. Its outcomes may be difficult to apply, or its theoretical relevance may be unclear. Advice: if you think outside of the box, chances are that you will see several possibilities.

Aim or main question: Which question will be answered?

Method: Which approach is followed to fulfill the aim?

Requirements or limitations: Are there requirements or limitations that need to be taken into account?

Structure: Where can all information be found?



# Feedback: incorrect answer

Which part is missing?

✘ Background information: What is this report about?

The background is discussed in the first paragraph. It is the method that is missing. Always explain in an introduction what your approach was to fulfill you aim.

Importance: What will a solution to the problem bring?

Aim or main question: Which question will be answered?

Method: Which approach is followed to fulfill the aim?

Structure: Where can all information be found?



# TU Write data





# Data we can download

- Number of users visited (number of unique users who visited that topic)
- Average time spent (total time spent (incl screen open & system time-out) / number of users who visited that topic)

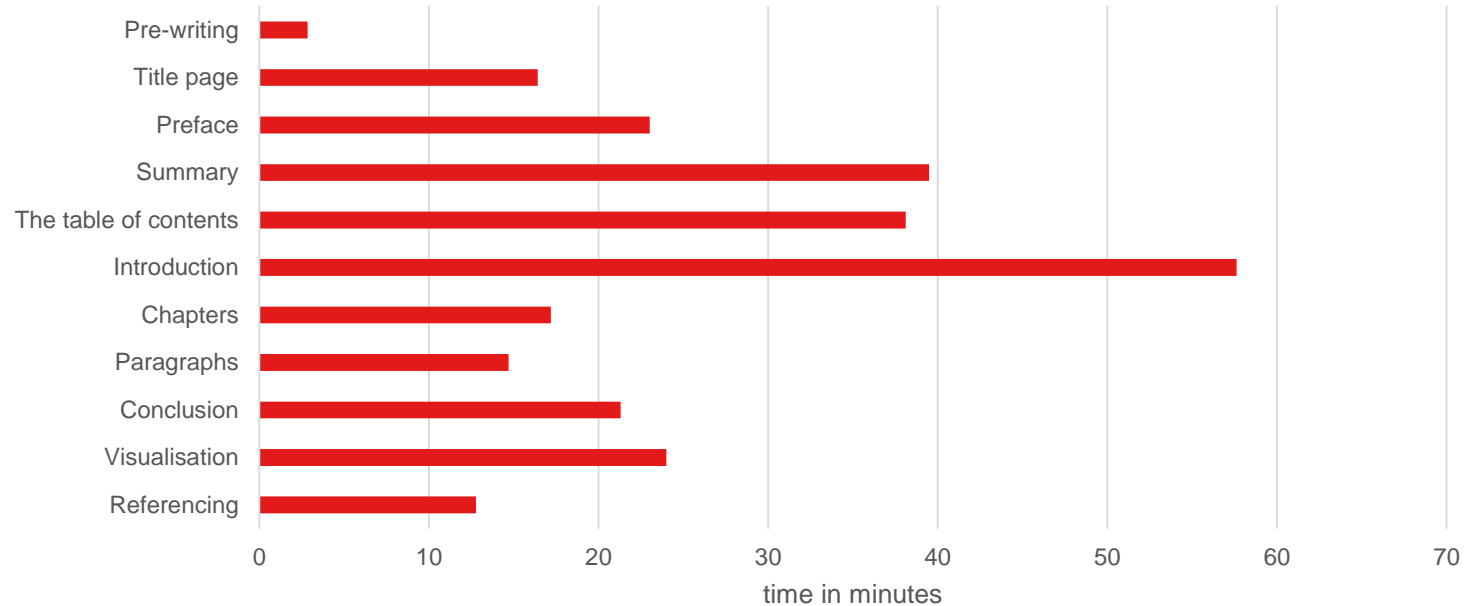


# Data Mechanical Engineering

- Total number of students in this project:  
542

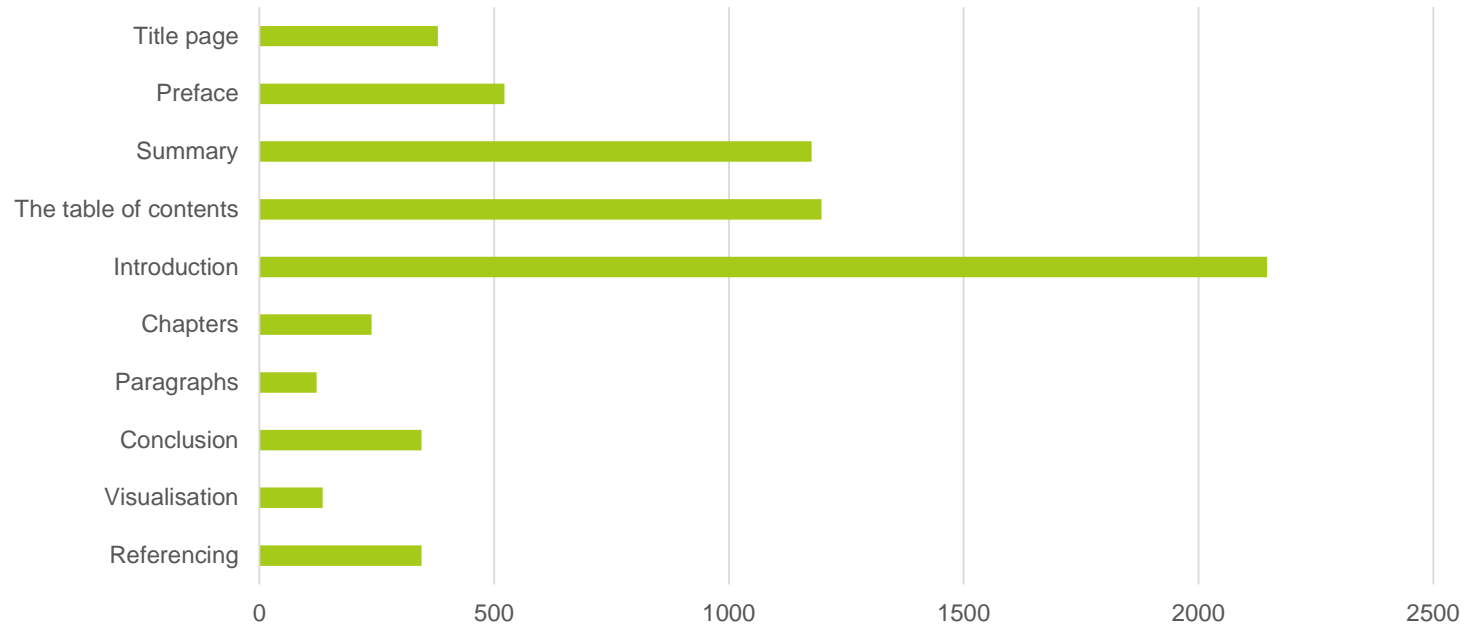
# Mechanical Engineering

Total average time spent



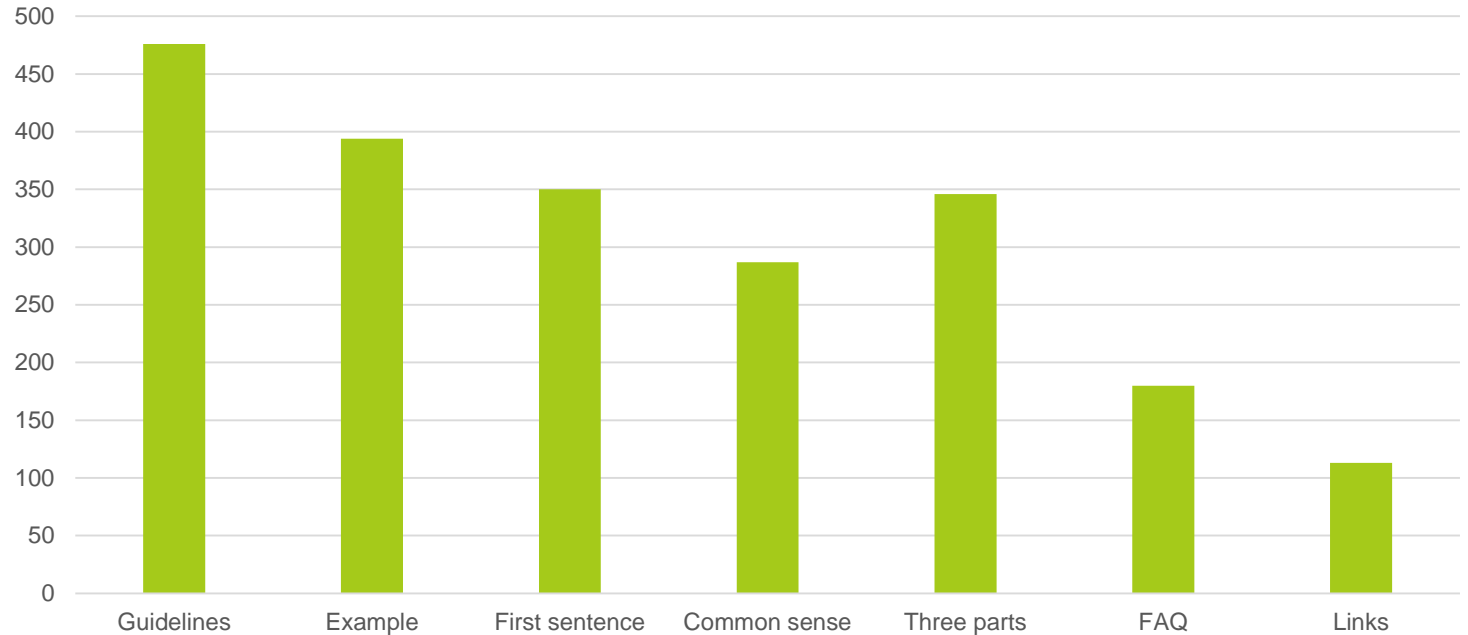
# Mechanical Engineering

Total hits per module



# Mechanical Engineering

Hits per topic of the introduction





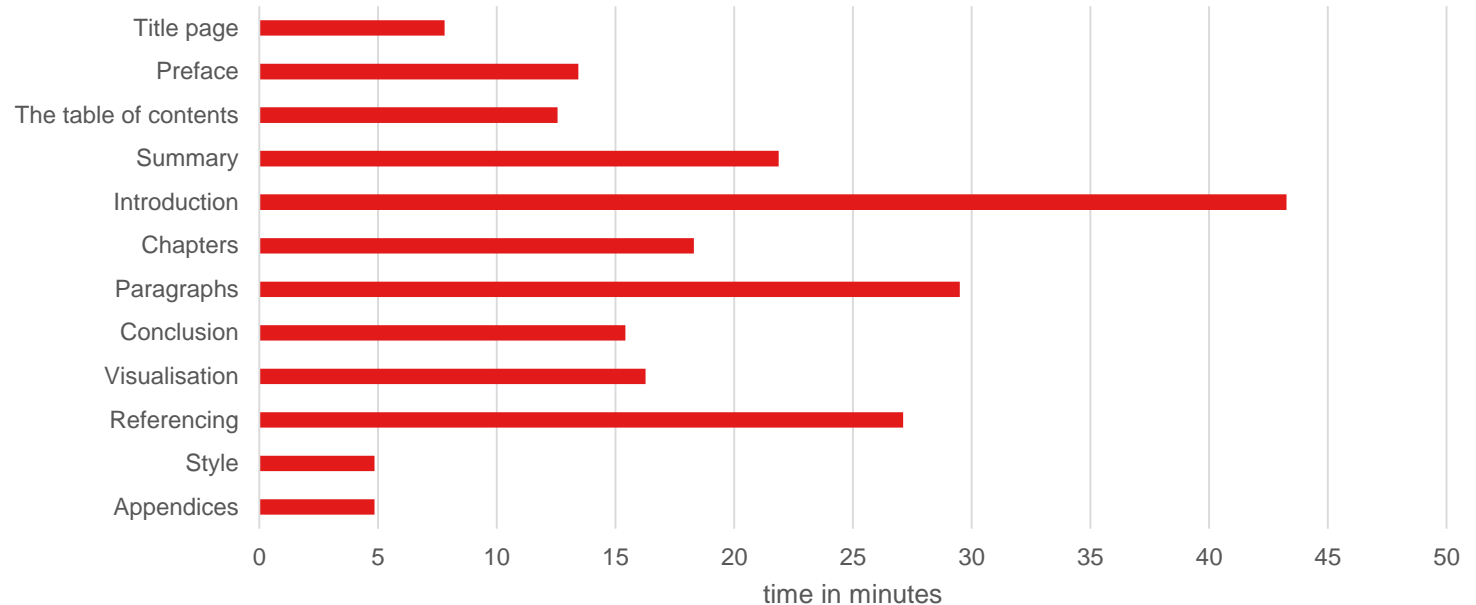


# Data Aerospace Engineering

- Total number of students in this project = 377

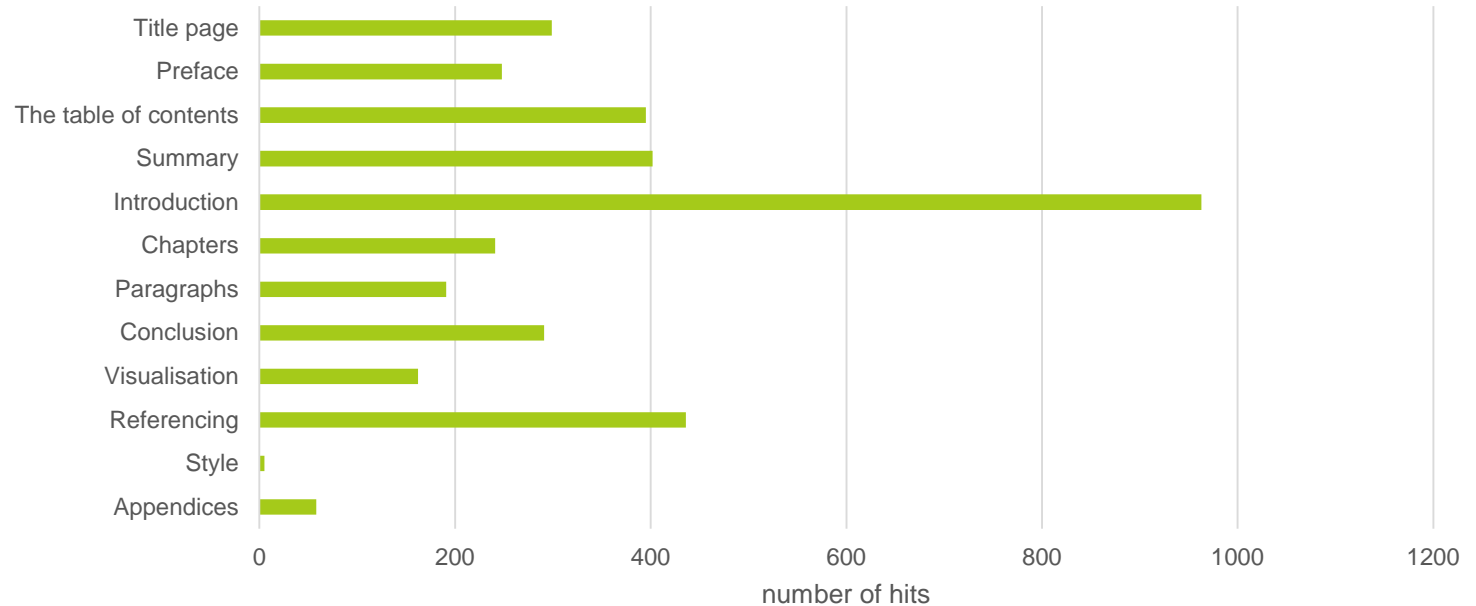
# Aerospace Engineering

Total average time spent



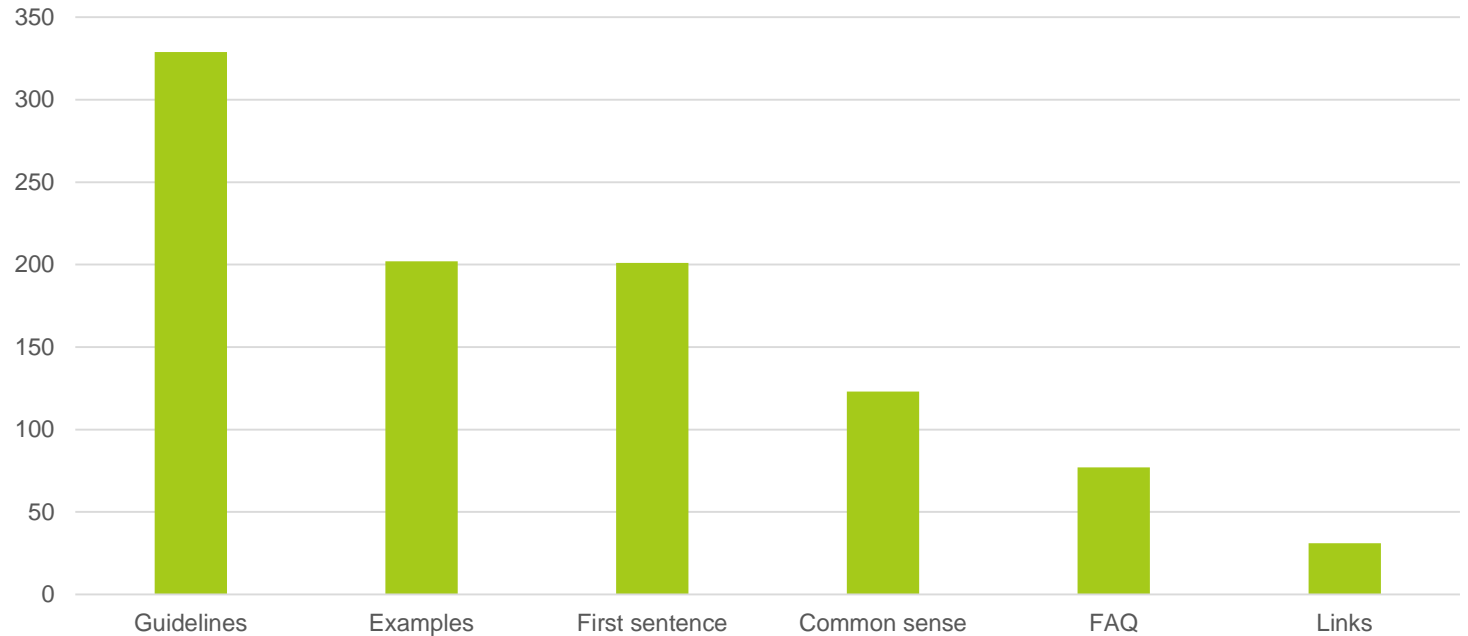
# Aerospace Engineering

Total hits per module

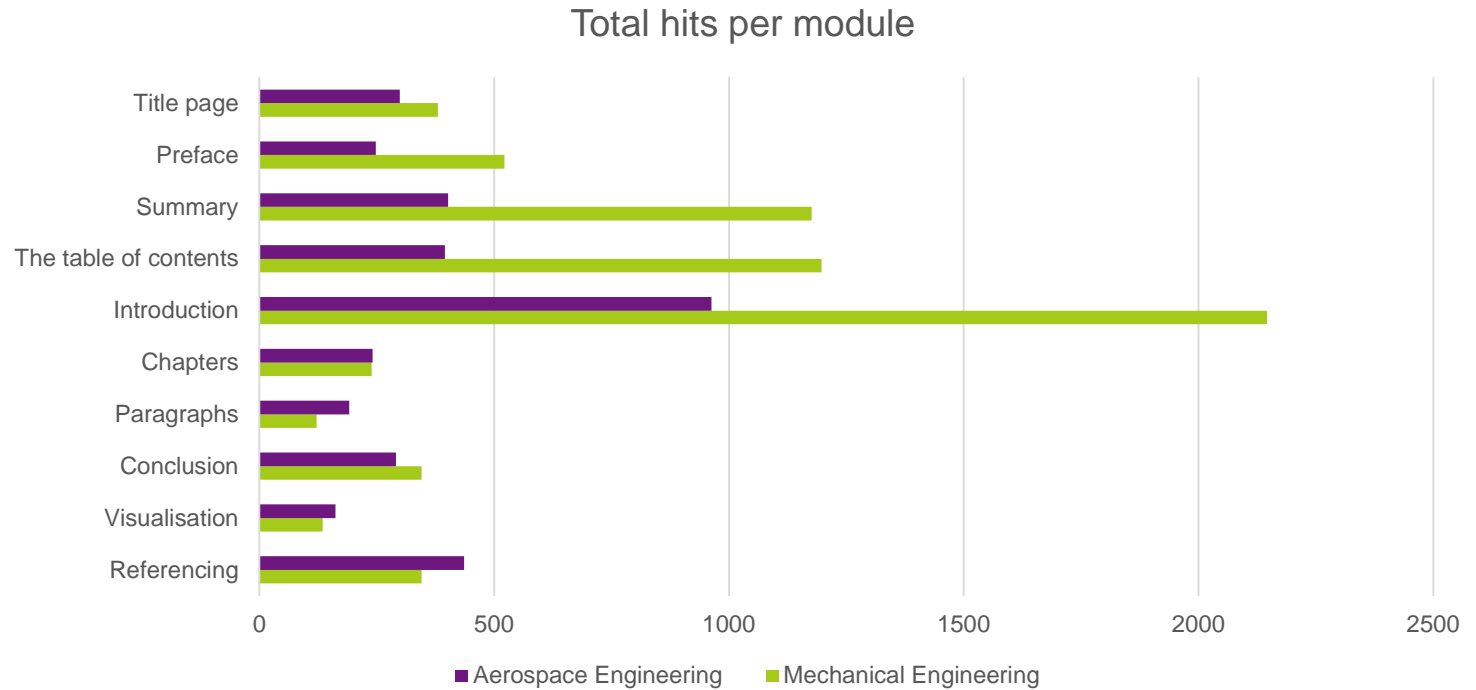


# Aerospace Engineering

Hits per topic of the introduction

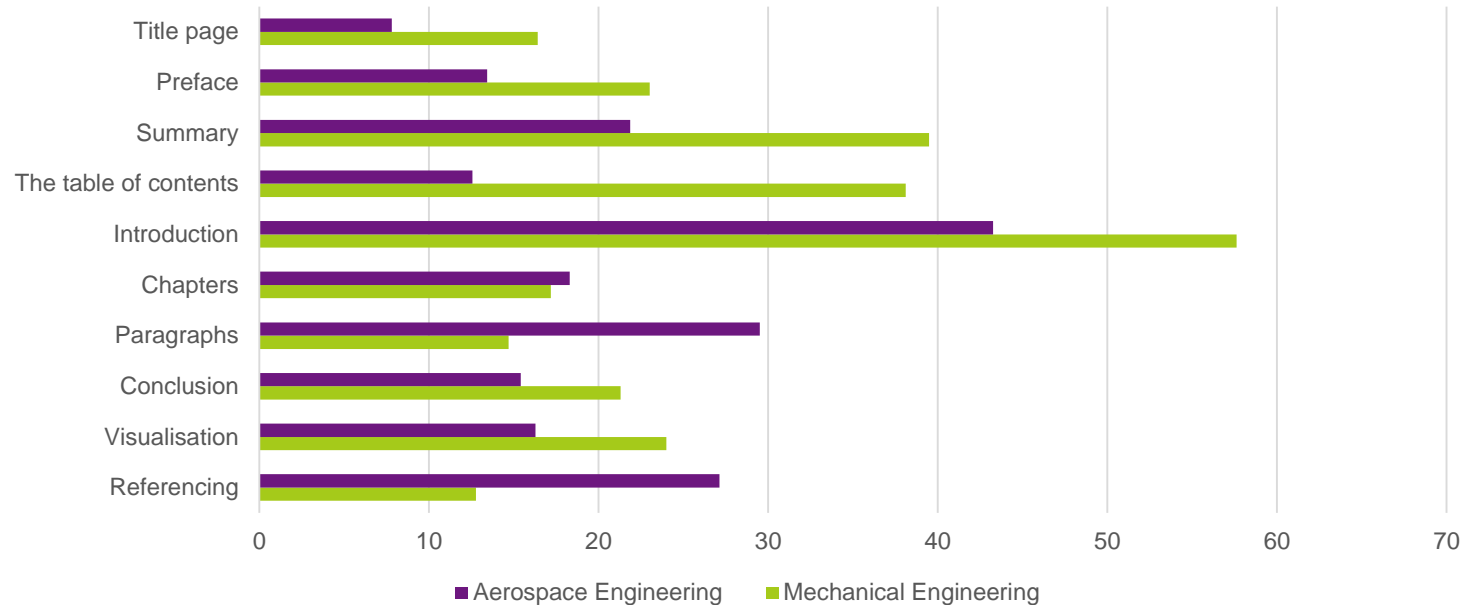


# Comparison total hits



# Comparison average time spent

Total average time spent



# What can we learn from these data?

- We can see trends in the use of TU Write.
  - Students use TU Write when an individual assignment is linked to it
  - Students mainly use the topic ‘guidelines’ from a module

# What would be helpful to know?

- How students score on exercises
- How they process/use the feedback on the exercises
  - Do they first complete the exercise and then watch the feedback or the other way around?
  - Do they retry after reading the feedback?





# Conclusions

- Individual assignments drive the use of the learning modules
- The available data are currently not sufficient to warrant conclusions about individual learning effects



# Acknowledgments

TU Write is created by CLAS, thanks to a grant from Teaching and Learning Services (Delft Extension School).

Special thanks to: Peer van den Hoven, Wiebe Dijkstra, Joost Groot Kormelink, Faculty TPM, all CLAS colleagues.

# References

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